

Make it up as you go along

MIUAYGA

(pronc.: mioo-why-ga)

1] Definitions

- a) there are no definitions
- b) there are rules which do not have to exist
- c) there can be periods of time in which there are no rules
- d) these periods of time do not need to be designated by a timer or bell chime

2] Preliminary stages

- a) The cards do not have to be dealt to anyone
- b) Sharpies are a good idea and may be used multiply
- c) the number of Sharpies does not have to equal the number of 'players'
- d) what players are has not been defined
- e) the player that goes first is the one who starts playing the earliest

3] Naming

- a) There are no names defined
- b) The poker chips do not have to represent money or property

4] Ending

- a) that moment when there are no players making any more moves
- b) Moves have not been defined

5] Frantic version rules

- a) There are no periods of time between player moves

6] Starting

- a) this is the first stage of the game and may happen by accident
- b) no rule changes need be notified in advance
- e) rules are a subtle convenience
  - i) made only for the current player to succeed and every one else fail
  - ii) that may be altruistic
- g) Once an activity of starting has been noted it may be repeated
- q) lists do not have to have a numerical or alphabetical structure

7] Middle period

- a) all game pieces can be written upon
- b) all writing can be erased

8] Recording moves

- z) all the time – cameras and scanners permitting

## Contents

- [ ] 1] Guidance sheet [laminated]
- [ ] 2] Contents sheet [laminated]
- [ ] 3] 100 blank dice [white]
- [ ] 4] 100 blank cards [laminated white paper] credit card size
- [ ] 5] 100 white poker chips
- [ ] 6] Playing Mat [blank A3 sheet of paper – laminated] {may be more than one}
- [ ] 7] sand glass timers – various durations
- [ ] 8] a counter bell
- [ ] 9] a set of Sharpies® – indeterminate number
- [ ] 10] a set of Sterets® – a different indeterminate number

### [Safety First]

Please note that the contents of this activity can go up as well as down

Please tidy up after any session so that the next bunch of people can have the same opportunity

Please be aware that making up a new game needs patience and tenacity such as needed for the assembly of flat pack furniture or flat pack cars. If you do not have these attributes to your character or current mood you might find that making it up as you go along a little more difficult than your ability to cope. Please don't take that minor difficulty with thinking out on anyone including yourself. Good luck – once defined!

### [Person to blame]

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## Gamification

There are a number of common causes in which gamification is useful.

- 1] College textbook
- 2] Operation manual
- 3] Introduction to bland prose
- 4] Complicated techniques of knowledge
  - a) needed in advance of computer application use
  - b) needed in advance of an even more advanced stage of knowledge
- 5] Multiple activities in process production
  - a) needs skill and knowledge at each stage of production
  - b) needs a group of people to be trained together

There are a number of common issues with attempting to gamify

- 1] Multiple blank pages  
Just staring at the mats card, dice and chips doesn't do it to get that flow of ideas needed.
  - 2] Overwhelming detail  
The astronomical number of things needed to demonstrate simply doesn't make it on a single card or a single mat, even tossing all the dice cannot count to the number needed.
  - 3] Honour and respect for the knowledge and the people using it  
A game would look like a trivialisation of the people and their work with the knowledge considered for the game. They might be believed to be appalled by the notion that they would be represented by poker chips.
  - 4] Depth of practice  
It seems that there is nothing in a game that would allow the development of skill and the 'savoir faire' that a skilled practitioner would have.
  - 5] Distance from real work  
The game would look like an abstract version of reality and not engage with the knowledge in the way the real work would be performed.
- Z] How to overcome all these issues?  
There really isn't a 'royal route' to gamification.

(i) To start with a professorial or lecturer's grasp of the material. If you don't know the basics of the subject and how the concepts are applied across the subject it is unlikely that you would be able to design a gamification of the ideas that would work properly. (ii) A steady acquisition of knowledge over many years, that there are many questions and many answers that have arisen in the activity to be gamified and that the game would be the opportunity to display the questions and have grasp of the answers in a more comprehensible and controlled way that would be allowed by simply experience working for real. (iii) Adaptation of existing games, it is understood that the grasp of the ideas can indicate that an existing game format would be suitable to the introduction and use of the ideas to be played with.